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ABSTRACT

New statistics indicate that drug use is prevalent among today's youth for reasons of alienation, affluency, a philosophy of experimentation, peer pressure of social acceptance, availability of drugs, and changing values. The solution lies not in punitive measures but in education as a practical approach. Although much is being done toward drug education in teacher training institutions, through the Drug Education Act of 1970 and through state educational programs, the scope of the drug problem and its effect on young people is so overwhelming that WICHE is interested in developing an effective drug education program to operate within the Western States, thereby supplying a vast network of community drug education programs. Emphasis in this report is on the feasibility of the WICHE Drug Education Internship Program which would recruit students to be placed with sponsor agencies in local communities. Three main goals of this program are to: provide college students with an educational experience in the field of drug education; promote cooperation of youth and adults in combating drug abuse; and provide agencies with specialized student manpower to aid in developing community-based drug education programs. Appendices include letters and questionnaires to introduce programs, extract interest and support programs, a preliminary WICHE proposal, and a bibliography. (SJM)

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YOUTH ? and DRUGS

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Internships in Drug Education: A FEASIBILITY STUDY

By LEE CHEANEY

Resources Development Internship Program
Western Interstate Commission for Higher Education

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the views of the
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YOUTH ? and DRUGS

INTERNSHIPS IN DRUG EDUCATION:

A FEASIBILITY STUDY

BY

LEE CHEANEY

PREPARED FOR

THE RESOURCES DEVELOPMENT INTERNSHIP PROGRAM

AND

THE WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

SEPTEMBER 1971

"...WE ARE REGRETTABLY STILL IMMERSED IN THE TRAGEDY OF DRUGS AND ADDICTION...IF WE ARE TO SURVIVE AS A SOCIETY, WE CANNOT PERMIT OURSELVES TO BECOME SUBSERVIENT TO THE UNREAL WORLD OF DRUGS, AND WE MUST, ACCORDINGLY, BE PREPARED TO REDOUBLE OUR EFFORTS TO ERADICATE THIS DREADED CANCER."

GOVERNOR NELSON ROCKEFELLER
1971 ANNUAL MESSAGE TO THE
STATE LEGISLATURE.

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INTRODUCTION TO THE PROBLEM -

The cancer of drug abuse is spreading among our nations youth. All new evidence points to startling realizations that drug use and abuse has reached epidemic proportions over the last few years. Apparently no community is entirely free of the problem. Larger, Metropolitan areas and college or university based towns are at the far end of the drug spectrum. Here drug traffic saturates all community levels. What was once the problem of the slums and ghettos is now the problem of middle and upper class America.

Urban centers are where drugs flourish because they are the crossroads for shipments. Large towns provide the anonymity which shields crime. Cities have the greates number of young people who reach out to drugs out of boredom and peer pressures.

The National Institute of Mental Health, a bureau of the Public Health Service, is the primary Federal agency responsible for supporting and overseeing research on the drug abuse. Some of their results on studies of youth and drugs has led to these conclusions:

> ---A vast majority of America's drug abusers are under 25, and the average age is continually dropping. Over the past three years, the prime age of experimentation has shifted from the college or university level to the high school level. The next shift, perhaps not too far in the future

will place prime age of experimentation in the junior high or elementary level. The drug phenomenon is already spreading to elementary school children. (In Boulder, Colorado, an organization known as "Boulder Open Door" processed over 300 drug cases in 1970. The oldest child counseled was 15--the youngest, 8--the average age was approximated by the executive director of "Open Door" to be between 12 and 13.)

---Most of our countries young users are experimenting. Many experiment no further than a once or twice experience with marijuana. But subsequent and long time continuance of drug usage is more common than most adults in our communities realize, and the social pressures on youth to "try it" are considerable.

---Marijuana (grass, pot, weed) is by far the most popular drug with young people. The continued controversy about it has tended to obscure widespread use of other drugs which are known to be much more dangerous. The prime examples of these more dangerous drugs widely used are the "uppers" (amphetamines) and the "downers" (barbituates).

---Use of acid or L.S.D. (d-lysergic acid diethylamide), the most popular of the psychedelic drugs, is finding renewed popularity following a decline brought in by reports that it caused chromosome damage. Subsequent research cast doubt on that finding, and the young people appear to be losing their fear of L.S.D.

---Heroin and other hard narcotics are now being used by teen-agers in increasing numbers, particularly in larger cities such as New York, Los Angeles, San Francisco, Chicago, Detroit, Denver and Phoenix.

---Alcohol, a drug somehow excluded from that category by most adults, is used by so many young people that it has become more common than cigarette smoking.

---Prescription drugs, patent medicine and assorted non-drug substances (glue, paint, freon, gasoline, to name a

few) which can produce a "high" are being used and abused, too, although the authorities this author has spoken to (juvenile officers, school counselors, and physicians) indicate that glue sniffing has declined.

---Drug use is most common among the affluent youth and the poor. The affluent use a greater variety of drugs. They use the more expensive and frequently the more dangerous drugs because they can afford them, and they apparently do more "shooting up" (injecting) than their poverty bound peers.

---The stereotype of the young drug user is false. There can be no stereotype. Not all long-haired hippies are drug users, and not all drug users are long haired hippies. Recent publications of research being done at Harvard University shows that many young users are exceptionally bright students, politically informed and outspoken school and peer leaders.

---Drug usage has become the major cause of arrest for our countries young people. Many of our cities law enforcement agencies have had to almost ignore the occasional user because of their ever increasing numbers and concentrate their full thrust toward detection and apprehension of the "pushers" or drug dealers. This has instilled a "false security" in our young people and has acted to partially remove the threat of formal social sanctions.

New statistics even more frightening are available every day. All tell similar studies. Testimony from other sources can be even more dramatic: high school counselor in Boulder-Denver, Colorado area reports increasing numbers of students speaking openly to them about drug problems--the traffic within the schools is heavy and securing the drugs is no problem for the students; physicians and psychiatrists cite sharply rising number of drug-dependent patients; the most dramatic, the stunned parents who day they "couldn't believe" it would happen to their children, but it did.

Another indication of the extent of drug usage is the over-night mushrooming of "grass-roots" agencies designed to educate and council young users. Usually these agencies offer information about drugs, help those young people having frightening experiences, provide informal counselling and direct the users to emergency medical treatment when necessary. Most are staffed by ex-users, medical volunteers, or theologians. Their purpose is to help not to inform or arrest. They often pledge a "no heat" approach which means police and parents will bot be notified except in those cases of minors in need of emergency medical treatment.

The most unsettling evidence is the verbalizations of young people themselves. Users and non-users alike testify to the ability to get any drug they wanted, usually within a matter of hours. Drugs are readily available to the young. Drug usage is accepted within social structures at high schools and colleges. Whether an individual participates or not, drug usage is becoming commonplace and accepted as an everyday fact of contemporty life.

The media explodes with drug usage and its place with young people. The 1970-71 television season explored the problem until its implications became commonplace. The music of the young is full of innuendoes if not outspoken statements on drug use. The smoking of marijuana is depicted as often and as casually as the social cocktail.

There can be no simple answer to the question "Why drugs?" But many believe they have an answer. Dr. John W. Hudson, an associate professor of sociology at Arizona State University believes that the emergence of the "Mass Society" an affluent youth subculture, and better education all have contributed to the current situation.

Population growth and the tremendous technical advances we have witnessed have led to an intricate system of social organization. Hudson hypothesized that because more obstacles stand between people and the actions they want to take there will be greater levels of frustration for the individual.

"While drugs were being touted as the solution to man's stress and tensions," he said, "we began in school to teach a lot more than the three R's. Children were learning to think creatively, to think critically. They were being taught to think, taught to question, taught to be experimental, to try new things."

At the same time, Hudson points to the affluence of the era. Margaret Howard, Director of Boulder Open Door joins Hudson in the idea that there are many adults who see their children as a means of expressing their success. The young are given money to spend and are allowed to make their own choices. This leads to the rich new youth market. The youth sub-culture was created by the adults with profit in mind.

Young people have their own world of music, their own style of dress, their own transportation, their own everything. They identify with patterns and norms that are distinctly different than those of their parents and the adult society. The styles, the codes, and the norms of the youth sub-culture are reinforced by its millions of members. Social psychologist, Dr. Bernard Jones of Colorado University feels acceptance by other young people is a primary need of all adolescents and teenagers---this "peer pressure" plays a major role in the spread of drug use.

It was earlier stated that drug use is most common among young people who are either affluent or poor. The affluent ones reject the work ethic as a value held by a group partially alien to their own, the adult culture. The poor

have no reason to believe in the work ethic and the young people in the middle are continually frustrated by the unattainable material goals they haven't been able to reach.

Dr. Hudson believes that we cannot meet this staggering problem with repressive force. "If punishment worked," he said, " we'd live in Utopia by now. We've tried it for 5,000 years and it hasn't worked. Human beings are slow learners... We will get further in the long run with a soft educational approach than we will with a hard, punitive approach."

So if there is an answer, the authorities all agree that the first step is education. The fight with drug use and abuse will not be won with punitive measures. Our only practical weapon is education.

WHAT IS BEING DONE?

DRUG EDUCATION FOR TEACHERS

In an effort to determine if teacher training institutions are incorporating drug abuse education into their programs for prospective teachers, the Education Commission of the States during November 1970, in cooperation with the American Association of Colleges of Teacher Education (AACTE), surveyed AACTE member institutions.

Replies have been received from 567 of 840 institutions queried. The results below indicate that well over half of those responding are making some attempt to incorporate drug abuse education into their programs. In those institutions that offer drug abuse education as part of other course offerings, about 60 percent are offered through health education and health and physical education programs. Fourteen percent are offered through education and ten percent through psychology courses. Others mentioned were sociology, law enforcement and biology. Two respondents emphasized that efforts were being made to integrate drug abuse education into all courses. In most cases, funding for programs comes directly from departmental or regular college budgets. Minnesota colleges indicated that in order to be certified to teach in that state, prospective teachers must have had some instruction in drug abuse education.

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DRUG ABUSE EDUCATION ACT OF 1970

A major breakthrough in education about the dangers of drug use has been scored with the passage of the Drug Abuse Education Act of 1970. The measure, which authorized $58 million to be spent over the next three years, was signed by President Nixon December 3. The legislation differs significantly from the Comprehensive Drug Abuse Prevention and Control Act signed by President Nixon on October 27, which stresses law enforcement and rehabilitation. The Drug Abuse Education Act channels funds for drug education programs through the U.S. Office of Education, while the Comprehensive Drug Abuse Prevention and Control Act assigns the authority for its programs to the National Institute of Mental Health.

Approximately $1.45 million of the funds authorized by the new legislation would go directly to state departments of education to help them plan and carry out drug abuse education programs. The bill would authorize $5 million for the current fiscal year, $10 million for fiscal 1972, and $14 million for fiscal 1973, for a variety of programs with emphasis on drug education curricula.

It would allow the Secretary of Health, Education and Welfare to make grants and contracts with institutions of higher education, state and local educational agencies, and other public and private research institutions to support research, demonstration, and pilot projects such as the development of new and improved curricular materials for use in elementary, secondary, adult, and community education programs. The measure also calls for preservice and inservice training programs, including seminars, workshops, and conferences on drug abuse education.

An additional $29 million to be spread over a three-year period was added in the Senate for community and adult education on drup abuse. Sen. Edward M. Kennedy (D-Mass.) sponsored this amendment which also includes funds for peer-group programs such as drop-in centers, outpatient counseling, and telephone services to handle calls from youngsters with drug problems. The legislation includes explicit provisions to recruit, train, organize and employ professionals, former drug users, and paraprofessionals to participate in drug education programs. Such provisions were not included in the Comprehensive Drug Abuse Prevention and Control Act.

There is a serious lack of teachers and counselors to provide instruction on the dangers of drug abuse, concludes a House Education and Labor Committee report. It adds that the nation's schools generally are ill equipped to provide objective, scientifically valid instruction on drug use and abuse. The purpose of the Drug Abuse Education Act, the report states, is to "help eliminate drug abuse by striking at the heart of the problem--the lack of knowledge on the part of the average citizen, young or old, on the dangers of improper drug use."

State by State Survey--

(Limited to a sample drawn from the 13 WICHE States)

ALASKA--Governor Keith Miller has appointed a statewide coordinator of drug abuse education in his office to communicate with and unify the aims and goals of community action groups throughout Alaska. The coordinator will help establish guidelines and curricula for the state's education program, legislative goals and special preventive and rehabilitative programs. A team of six from Alaska funded through the Department of Education attended a national training center in drug education in the summer of 1970. Upon return they developed workshops in drug abuse education, stressing alternatives to drug abuse and involving communities in planning approaches to the problem. A resource book and many educational materials have been developed to aid in these workshops, which include health personnel, teachers, students, law enforcement and community people. Three day workshops have been and will be held in Anchorage, Fairbanks, Kenai, Nome and Juneau involving from 60 - 110 people in each. Contact: Mary Beth Hooten, Health Education Consultant to Drug Abuse Education, Department of Education, Pouch F, Juneau 99801.

CALIFORNIA--The State Office of Narcotics and Drug Abuse Coordination is compiling information on: Existing prevention, treatment and rehabilitation programs; arrest statistics, location, sociological factors; existing drug abuse movies, audiovisual aids, books, pamphlets; and current drug research.

The Department of Education has completed A Study of More Effective Education Relative to Narcotics, Other Harmful Drugs and Hallucinogenic Substances and A Framework for Health Instruction in California Public Schools, K-12. This document is designed to serve as a foundation for local curriculum development

and contains a section on "Drug Use and Misuse." Several statements, such as "Basic Considerations Relating to Drug Abuse Education," have been developed by the Department and distributed to schools and community groups. The Office of Narcotic and Drug Abuse Coordination was established by the Governor in February 1970. The California Inter-Agency Council on Drug Abuse continues to work through its six Task Forces--Education, Youth, Treatment, Research, Administration of Justice, Legislation and Government. The Task Force on Education has passed resolutions on: (1) Professional Preparation of Certificated School Personnel, (2) Community Drug Abuse Education Programs, (3) Educational Policy Determination, (4) In-Service Training of Personnel in Drug Education, (5) Desired Characteristics of School Personnel Involved with Drug Education Responsibilities, (6) The Primary Responsibility of Schools Relative to Drug Education, (7) Drug Abuse Education: Guidelines for Rental, Purchase and Use of Instructional Materials and Audio-Visual Media. The resolutions are available to any groups wishing to utilize them. Contact: Patricia Hill, Consultant in Health Education, Bureau of Health Education, Physical Education, Athletics, and Recreation, State Department of Education, 721 Capitol Mall, Sacramento 95814.

COLORADO--The 1970 General Assembly passed two Acts funding, in the Departments of Education and Health, a community education program for Colorado emphasizing the problems of alcohol and drug abuse. This legislation envisions a comprehensive program reaching "members of the various health professions including mental health workers, nurses, and other health aides, social workers, students, institutions of higher education, parents, and the community at large, as well as teachers and children in the public schools." An interdepartmental task force of the Colorado Inter-departmental Committe on Alcohol and Drug Abuse has been set up to formulate, implement and evaluate the program. The Committee recommends that each school district in Colorado adopt into its K-12 curriculum meaningful

health units which include education on alcohol and other drugs. It is suggested that these units should be integrated into existing curriculum in order to avoid undue focusing of attention on specific areas such as illicit drugs. Also, school districts are encouraged to shift their emphasis from traditional methods of teaching about drugs, primarily the teaching of cognitive data on substances, and concentrate instead on people and their needs. Contact: Janice R. Schneider, Project Director, State Department of Education, State Office Building, Denver 80203.

The Legislative Council Interim Committee on Mental Health and Mental Retardation appointed a Task Force on Drugs and Alcohol to assist the Committee in its study of alcoholism and drug abuse and to suggest recommendations about the state's role in these programs. Among the subjects studied are: the existing and proposed education program; the need for treatment facilities; the incidence of drug abuse; existing laws on narcotics, marijuana, dangerous drugs; and the kind of approach needed at the state level. The Legislative Council Interim Committee on Mental Health and Mental Retardation has completed a two year study, part of which was devoted to drugs and alcohol. The Committee will make it recommendations in a final report to be presented to the 1971 General Assembly.

HAWAII--During the 1970 legislative session a number of laws were enacted appropriating money for the study of drug problems. Act 156 appropriated a sum of $15,000 for a study to develop a state program for the rehabilitation of drug addicts. Act 127 appropriated money to the Office of the Governor in order to develop education and rehabilitation projects with private non-profit organizations, as well as to help county agencies in enforcing controls. The Department of Education, along with the Departments of Social Services, Health, and Budget and Finance, is implementing a program to combat drug abuse, based

on the San Diego drug education program. Contact: Jeanne Paty, Program Specialist, Health Education, Department of Education, P.O. Box 2360, Honolulu 96804.

IDAHO--Idaho's drug abuse education approach is community-oriented. A youth-adult conference will be held early in December to determine the needs of students. The conference will be followed by six regional one week workshops to train 5-6 man teams from local communities including two students. At the local level these teams will stimulate community involvement in programs emphasizing drug abuse among a wider range of community values. The Idaho program is being funded by a $40,000 EPDA grant and $20,500 from the State Law Enforcement Planning Agency. Contact: Harold R. Goff, Executive Director, Idaho Consortium, State Department of Education, Boise 83707.

OREGON--The Oregon Board of Education and the alcohol and drug section of the Mental Health Division jointly are responsible for a $20,305 project to provide materials and three teacher resource handbooks for use in the schools. Toward Responsible Drug Education, K-4, 5-9, and 10-14 has been field tested by some 2,800 classroom teachers and administrators and is being disseminated to all schools. A federal, state and local community project has been organized to provide drug education training for Oregon teachers. This project will provide for Oregon teachers a forty-hour clinic-type in-service training program. Each teacher trained will be able, in turn, to train other teachers. The basis of the training will concentrate on the implementation of the teacher resource handbooks. The next project will attemtp to tie previous efforts into a four-pronged prevention program; identifying specific responsibilities regarding drug abuse and assigning these responsibilities where they rightfully belong--to the parent, the school, the student, and the total community. Contact:

James D. Goddard, Education Specialist, Health and Physical Education, State Board of Education, 942 Lancaster Drive, N.E., Salem 97302.

UTAH--Utah's training program includes: Participation by a five person team in the National Drug Training Center at San Francisco State College, summer 1970; a one week "live in" seminar on drugs and drug abuse, communication, and alternatives to drugs for eight regional teams, November 1970; approximately twenty-two local district and/or regional teacher in-service seminars involving all of Utah's forty school districts, 1970-71 school year. Health education, biological science, social studies, and language arts teachers coupled with school counselors will be sought out as the primary target group of secondary teachers to reach. Three specific results are anticipated. Improved communication between students and school leaders. Students and school and community leaders will be encouraged to explore meaningful alternatives at the local school and community level to drug use, including improved school curriculums, and recreational opportunities, student involvement. Students will be involved at all levels of planning. Contact: Robert L. Leake, Specialist, Health, Physical Education and Recreation, Office of the Superintendent of Public Instruction, 1400 University Club Building, Salt Lake City 84111.

WASHINGTON--The Legislative Council is studying the extent of drug abuse in Washington as well as the rehabilitation and treatment programs currently available. It is expected that proposed legislation in 1971 will deal with control mechanisms for community sponsored drug abuse treatment facilities, as well as the granting of immunity to those undertaking treatment in these as well as state-operated facilities. Contact: Carl J. Nickerson, Drug Education Consultant, State Office of Public Instruction, Olympia 98501.

WHAT IS WICHE'S INTEREST?

"There is a pressing need to involve youth...to appeal to every person in the community to help..."

The Western Interstate Commission for Higher Education (WICHE) dedicates itself to the improving of higher education in the thirteen Western States of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon Utah, Washington, and Wyoming. Because of the scope of our countries drug problem, and its effect on our young people, WICHE needs to develop effective Drug Education Programs to operate within the compact Western States. The Resources Development Internship Program (RDIP) under General Regional Programs of WICHE was interested in learning if an Internship in Drug Education was feasible. The remainder of this document will be devoted to a discussion of this feasibility.

PROGRAM PLANNING

The success of other intern programs developed and administered under WICHE's RDIP led to the initial consideration of a similiar program in drug education in order to direct the program toward the major current national priorities identified by the president. Under the already existing RDIP program which began in 1968 and is scheduled to continue at least through 1972, 229 interns have been placed throughout the West. Each of these interns is assigned

to a local or state agency that serves as the intern's sponsor to work on a project that has been designed by the agency-sponsor. The internships cover a 12 week period during the summer. The exact starting and ending dates are determined by a mutual agreement between the intern and the sponsoring agency. The internships are designed as full-time jobs, and the student-interns may not hold other positions during the internship period. The intern devotes his time to developing and completing his project and writing his final report. His efforts are aided and coordinated by the appointed agency supervisor with a project committee composed of technical advisors as an additional resource. In many cases, the student will also be able to call on a faculty advisor for assistance and academic support.

Early in 1971, RDIP representatives met with other WICHE personnel to form a planning group to analyze the importance as well as the possibility of establishing an internship in Drug Education. Included in this preliminary feasibility study were members of the WICHE Mental Health Division, the WICHE Corrections Program, several university students, and the Director of the WICHE Resources Development Internship Program.

This initial discussion dealt mainly with the growing proportions of our country's youth population involved in the drug phenomena; the availability of drugs; and the reinforcement of drug use by the peer structure. Another aspect of the discussion was the ineffectiveness of communications between the adult segment of the community and the youth population. It was noted that in many areas, drug education available to adults is inadequate. As a result, the adults arm themselves with unreliable or non-factual information which can only further alienate the young from the drug education they need.

It was decided that college students often have specific assets of value in the area of drug abuse. With proper guidance as interns, their ability to communicate with community youth could be crucial in instituting drug education programs with maximum penetration. By working in cooperation with the various concerned segments of the adult population, a student-intern could precipitate the exchange of information and the growth of total community understanding. The student-intern could become a nucleus for programs designed to bring a realistic presentation to other young people on the problems and dangers of drug use. In addition, an internship in drug education would introduce talented young people into the drug education field, providing them with a field experience capable of channeling their thoughts into an area sorely in need of professional manpower. It was decided that feasibility should be further explored and an initial approval by the program was voiced. This led RDIP to the next stage in program development, design.

PROGRAM DESIGN

The program would recruit students to be placed with sponsor agencies within a local community. The drug problem is a complex dilemna; its solutions will not be simple. In each community the underlying drug problems differ. Many factors intervene to negate the effectiveness of generalized national programs developed to implement blanket solutions. By working on local, community levels, the intern and his adult coordinators will be in a position to realize and develop programs equipped to meet the specific area needs. Through WICHE's operation in the 13 Western States, the intern program will supply a vast network of community drug education programs. This project network will provide valuable resources to the field and an opportunity for regional comparisons and correlations with educators and researchers.

PROGRAM ADVISORY STRUCTURES: In order to implement the most effective drug education program possible, an advisory structure will be established to aid the RDIP administrative process. The advisors will be composed of mental health authorities, educators, representatives of juvenile courts and law enforcement agencies, and consultants previously or currently active in the area of drug education. The main responsibilities of this structure will be the review of individual project descriptions to choose those projects most capable of making a relevant contribution to the drug education process. The advisors will also suggest changes in projects to increase their effectiveness in the communities. The projects choosen will be those most certain to remain in operation following the 12 week internship, or those structured to generate maximum community support and participation. The advisory structure will also play a crucial role in intern recruitment and selection. They will aid the RDIP administrators in review of project needs and help to select students best qualified to meet those needs.

PROJECT DEVELOPMENT: RDIP will contact community and state agencies and institutions that could utilize and benefit from the program. Each organization must have a commitment to solving drug abuse and related problems. Many will be already operating programs in the area or would rely on WICHE interns to develop and initiate drug education programs for them. Under the guidance of the RDIP and the Drug Education Advisory Committee, the projects will be developed. In order to encourage local initiative, the RDIP staff will avoid suggesting projects. The guidelines for project development will emphasize the importance for projects with a high potential for significant local impact on specific problems in the area of drug education. RDIP will aid the development and completion of project plans after initial project proposals

have been determined. After all project proposals have been developed and submitted to WICHE for review, priorities will be established and selections will be made by RDIP and the Drug Education Advisory Committee. Projects chosen will be those with greatest potential for community service.

INTERN RECRUITMENT: RDIP and the cooperating universities and colleges already identified and working with other internship programs will identify and select students who can make the greatest contribution on selected intern projects. Because of the critical nature of the Drug Education Internships the students will be carefully reviewed and screened by the University, RDIP staff and the Drug Education Advisory Committee. The preliminary selection will be based on maturity, ability to communicate with both the young and the adult segments of the community, and their possession of skills and knowledge relevant to the individual project. The final selections will be made by RDIP and the individual project supervisory structure. The students will be upperdivision or graduates dependent on the needs of the agency. Because of the nature of the program, RDIP anticipates that the majority of the interns will be majors within the behavioral sciences and education. Every effort will be made to recruit qualified minority candidates. It is projected that some of the projects will by nature require minority interns. RDIP believes that a community can only help itself, but cannot do it if there is a lack of cooperation between adults, their school system and the young people. There is a pressing need to involve youth and to appeal to every person within the community for solutions to a problem which should be everyone's concern. There is a great need for imaginative programs to reach many people. Student interns are capable of bringing youthful enthusiasm and enormous creativity into the field. Educating the young is not enough. Parents must be educated

simultaneously and by the same instructive process. In this way rational communication and understanding will return to the home. University students can precipitate this communication and encourage intra- and extra-generation of understanding and cooperation. Carefully selected interns can hold the credibility needed to work with adults as well as a youthful appeal needed to relate to and work with the young. The need is for awareness as well as leadership. Student Interns can meet this challenge and satisfy this need.

PRELIMINARY SAMPLING: Following initial program development, RDIP decided to conduct sampling and information gathering activities. The initial consideration was in the form of an explanatory letter and a brief questionnaire designed to extract agency interest and introduce the possible programs. (Draft of these materials may be seen in Appendix A) The letter and questionnaire would have been mailed to those agencies and institutions throughout the West with interest in drug education. RDIP realized that mail surveys were a slow investigation or sampling process, but the initial mailing list would have included over 500 agencies. Before any final steps could be taken on the mailer, it was learned by RDIP that Federal Funds were available and that proposal deadlines were near. To expedite the investigation and to insure that a pilot sample could be gathered, it was decided by staff and advisors to conduct a telephone survey. RDIP identified and contacted a sample of western community and state agencies that could utilize the program. The RDIP representative offered a brief description of the proposed program and questioned the agency-representative in order to find if there was any interest in the program, if the degree of interest could be determined and, finally, if given the opportunity, would the agency like to be involved in a small pilot internship program. If the agency did express interest, they were asked to give explanations of possible projects and to determine their intern needs.

The results of this telephone sample were encouraging. The groups contacted expressed a unanimous desire to participate in the program and to cooperate with WICHE. They were quick to echo RDIP's confidence in university aged interns and voiced approval of the guidelines of the projected program. For a partial listing of these sample organizations and their projected intern projects, see Appendix B. Many groups sent letters of support which may be seen in Appendix C.

STATEMENT OF FEASIBILITY: Having completed preliminary program development and sampling, the Resources Development Internship Program recognized the firm feasibility of the WICHE Drug Education Internship Program. The program would have three main goals:

1. To provide college students with an educational experience specifically directed to the field of drug education and drug misuse.

2. To provide an effective means to utilize the capabilities of youth in cooperation with the adult community in combating local drug and drug-related problems.

3. To provide agencies in the West with specialized student manpower to aid in developing community based programs in drug education and drug abuse.

It is the belief of RDIP that this effort to include young student-interns in the area of drug education can make a significant contribution to the battle against drug misuse and abuse. The internship will have specific impact on the communities involved, as well as another major benefit--its impact on students.

THE PROPOSALS

Establishing the feasibility of the program, designing the program outlines and sampling the community only scratch the surface of program development. RDIP began submitting program proposals to various federal and private funding sources in the summer of 1971.

After extensive research, the possible funding sources were identified and preliminary telephone contacts were made. The telephone contacts were employed to investigate possible interest on the part of the agencies and to develop specific stratagies for the writing of individual proposals. RDIP worked closely with the Office of Education and the National Institute of Mental Health in the writing of preliminary proposals which can be seen in Appendix D. Several private agencies expressed a desire to view our materials and were approached with a preliminary letter (see Appendix E). The results of these funding probes were not complete at the time this paper was written. A new proposal is in the developmental stages for submission to the National Institute of Mental Health.

It is the opinion of this author that the WICHE Drug Education Internship Program can be an integral part of this countries mobilization against the menace of drugs. Young people express great concern over the health and well being of their peers and are willing to bring their concern and their skills into the battle. Given the opportunity the program will prove its viability and begin movements to counter the trends, educate both the youth and adult populations, and aid the development of community cooperation, understanding and communication.

APPENDICES

APPENDIX A.

P. O. Drawer P, Boulder, Colorado 80302 • (303) 449-3333

WICHE

Western Interstate Commission for Higher Education

DATE

NAME
TITLE
ADDRESS
CITY, STATE, ZIP

DEAR_____:

In many of our communities, we are often ignoring one of the best available resources for instruction in the areas of drug use and drug abuse--youth. Their talents could certainly be well utilized in those projects the community should consider worthwhile. There will be members of the adult population that will be uneasy, because these adults may feel that many of the young people will hesitate to accept a blanket fear of all new drugs. However, the young have a knowledge in the area--perhaps not individually, but collectively as a body--and they know how to communicate with other young people.

Why not tap this resource to pass on material, information and experience? With appropriate supervision, young people with their specific knowledge and ability to communicate with their peers can be crucial in instituting programs with maximum penetration. A program is now under consideration at WICHE that if implemented could effectively utilize the resources of our young people in the drug education field.

As a perhaps classic example, a group of young people in one community recognized and became concerned with the magnitude of drug abuse in their area. This concern promoted them to organize themselves in a program to learn more about their community's problem. The ability to deal within their peer structure led to valuable resources and increased understanding. They did not become advocates of drug use--they became the nucleus for a program involving students designed to bring a realistic presentation to other young people on the problems and dangers of drug use. During this same period, a major effort had been resumed by civic leaders to find answers. They realized that their previous programs had been weakened because of their hesitancy to involve in their planning that segment of the community's population to be helped: the youth. When students were introduced into the programs, they brought with them honest concern, insatiable interest and a whole new vitality. New avenues of communication were opened, and both the youth and the adult populations began bridging those "gaps" existing between the two groups.

The problems of drug abuse may soon become critical to the survival of our communities. Perhaps one of the major solutions is the mobilization of a great part of the resources of the community against drug abuse; because of the nature of the problem, to achieve the most striking results, shouldn't the young be included in that mobilization?

The purpose of the program now under consideration at WICHE is to provide manpower and some technical assistance to groups and/or organizations in western communities who are attempting to establish local drug education projects. At the same time, the program would introduce talented young people into the drug education field who would learn while working with local organizations.

The program would operate through summer internships similar to those conducted on a variety of other topics in the past by WICHE, with those changes which may be necessary in order to adapt to the unique problems of drug education. We do not underestimate the difficulties of trying to conduct such a program. We would definitely want to conduct a pilot program for just a few interns before we launched into anything more ambitious. However, we are certain that we can develop a program based on our past experience that would make a significant contribution to the battle against drug abuse, without being overly expensive. We feel a moral obligation to at least offer our services, however humbly, in this very crucial arena.

Who would the interns be? Students, both undergraduate and graduate. What would they do? We would rely on local leaders and your office to help us identify the projects. However, interns might (1) help establish local public drug education seminars; (2) work with teachers to plan school based drug education programs; (3) arrange for the training of local media personnel in drug problems.

We would appreciate your comments on these ideas. We are aware of the urgent nature of this problem and the need for careful planning, and we do not want to move without your support. Please let us hear from you about your reactions to the drug education intern idea as soon as you can find a few minutes in your schedule to fill out the enclosed questionnaire.

I thank you in advance for your help.

Sincerely,

Robert S. Hullinghorst, Director
Resources Development Program

RSH:kml

Enclosures

QUESTIONNAIRE: INTERNSHIPS IN DRUG EDUCATION AND DRUG ABUSE.

THE PLANNING AND COORDINATION OF OUR DRUG EDUCATION AND DRUG ABUSE PROGRAM WILL BE BASED ON YOUR RESPONSES. THE COMPLETION AND RETURN OF THIS QUESTIONNAIRE WILL BE SINCERELY APPRECIATED.

	VERY PROBABLY	PROBABLY	DON'T KNOW	PROBABLY NOT
1. WOULD THIS PROGRAM BE WELL RECEIVED BY YOUR ORGANIZATION?	( )	( )	( )	( )
2. COULD AN INTERN PROGRAM IN DRUG ABUSE BE OF BENEFIT TO YOUR ORGANIZATION? IF NOT, WHY?	( )	( )	( )	( )
3. WOULD YOUR ORGANIZATION CONSIDER UTILIZING STUDENTS IN AN INTERN CAPACITY? IF NOT, WHY?	( )	( )	( )	( )
4. ARE THERE INDIVIDUALS WITHIN YOUR ORGANIZATION THAT COULD PROVIDE DIRECTION AND GUIDANCE FOR INTERNS?	( )	( )	( )	( )

_____

_____

_____

_____

_____

_____

_____

_____

YOUR NAME:_____

YOUR POSITION:_____

YOUR ADDRESS:_____

_____

YOUR PHONE:_____

THANK YOU.

#_____

APPENDIX B.

APPENDIX B

Illustrations of
Potential Sponsors and Projects
In Drug Education
(From Preliminary Sample)

SPONSOR	POTENTIAL PROJECTS
1. Santa Clara County Mental Health Service (San Jose, California)	"Drug Education Program for Teachers and Educators" The intern will be responsible for researching and initiating development of a new program.
2. Bernalillo Community Mental Health Center (Alburquerque, New Mexico)	"Community Drug Education Program" The intern will study the existing operation and develop aspects within the program to more effectively reach the Chicano population.
3. Colorado Department of Health (Denver, Colorado)	"Street Project Coordination Project" The intern will design a new program that will coordinate existing efforts and implement new communication techniques regarding drug education and counselling.
4. "The Outhouse" (Westminster, Colorado)	"Drug Education and Counselling Program" The intern will be responsible for initiating and instituting a new program.
5. Y.M.C.A. (Aurora, Colorado)	"Employment Counselling Service Project" The intern will research and design an employment counselling service for ex-drug users.
6. Youth Services Bureau (Boulder, Colorado)	"Alternatives-to-Drugs Programs The intern will research and design programs to offer drug education and possible "alternatives-to-drugs" activities to community young people.
7. "Our House" Community Service Organization (Boulder, Colorado)	"Community Task Force on Drug Education" The intern will develop and coordinate a school-community task force on drug education.
8. "Hip Help" (Denver, Colorado)	"Apprentice Volunteer Program in Drug Education and Counselling" The intern will be responsible for the development of a training center for community volunteers in drug education and counselling.

APPENDIX C.

COLORADO HEALTH
4210 EAST 11TH AVENUE · DENVER, COLORADO 80220 · PHONE 388-6111
R. L. CLEERE, M.D., M.P.H., DIRECTOR

April 8, 1971

Mr. Lee Chaney
W.I.C.H.E.
P.O. Drawer P
Boulder, Colorado 80302

Dear Lee:

I have recently talked with Mr. Robert Gilmore, my immediate superior and Mr. Graydon Dorsch, Division Director, concerning the possibility of utilizing a graduate or undergraduate student in a summer internship program within this division. I have been advised that such a person could be beneficial to our community education program by assisting us in the following, general areas.

1. Monitoring street agencies - keeping track of their individual functioning and growth, listing their available services, examining the similarities and differences in their philosophies of assistance and obtaining some idea of their relationship with more established institutions.

2. Reviewing current drug information - scientific research, educational materials, films, sociological studies and any other pertinent pharmacological or sociological information.

We, of course, work in the above areas and also provide field education, but no one within the division can devote full time to these important areas of concern.

I trust that I have answered your immediate questions, If you require additional information, let me know and I will do my best to provide it.

Sincerely,

Richard L. Keil
Community Educator
Alcoholism and Drug
Dependence Division

RLK/lrw

DANIEL J. EVANS
GOVERNOR

DEPARTMENT OF SOCIAL AND HEALTH SERVICES

SIDNEY E. SMITH
SECRETARY

DIVISION OF INSTITUTIONS
P. O. BOX 768 OLYMPIA, WASHINGTON 98501

DIVISIONS
HEALTH
INSTITUTIONS
PUBLIC ASSISTANCE
VETERANS' AFFAIRS
VOCATIONAL REHABILITATION

WILLIAM R. CONTE, M.D.
ASSISTANT SECRETARY
PHONE 753-5403

March 31, 1971

Mr. Lee Chaney
Special Programs
WICHE
University of Colorado
Boulder, Colorado

Dear Mr. Chaney:

In response to your inquiry about an intern program for the summer pertaining to drug abuse education and research, the prospects are very good that such a program would be possible in the state of Washington.

Currently the Division of Institutions is conducting some special research on drug abuse among parolees; this project is in conjunction with Pacific Lutheran University, Department of Sociology. It would be most useful to have a student intern assist in this research program. He could live at a hotel (the Institutions Training Center) where drugs are an integral part of the society. His involvement would come from both our Training Center as well as the University faculty. This opportunity would be valuable for both the student and the Division of Institutions.

If you have further questions, please write.

Sincerely,

WILLIAM T. ADAMS
Training Coordinator

WTA:cb

YOUTH SERVICE BUREAU
3450 NORTH BROADWAY · 447-0159
BOULDER, COLORADO 80302

March 22, 1971

Mr. Lee Chaney
WICHE
Resources Development Internship Program
Boulder, Colorado

Dear Mr. Chaney,

I am writing to express my support for your Internship Program in Drug Abuse. The Youth Service Bureau is an agency which was created through Omnibus Crime Bill funds, to take referrals of young people who are "acting-out" in the community. Our primary concern is with the prevention of delinquency. In the eighteen months that we have been in operation, the majority of our referrals have been of youth who are involved with drugs.

We would be eager to have an intern on our staff to become involved with youthful drug users planning programs to offer alternatives to drug use. This project would explore other ways to getting "high" through mountain activities, group experiences, and other motivating experiences.

We look forward to hearing from you concerning this proposal.

Yours truly,

Melba W. Shepard

Melba Shepard
Executive Director

MS:mlp

County of Santa Clara
California

Health Department
2220 Moorpark Avenue
San Jose, California 95128
297-1636 Area Code 408

March 18, 1971

Mr. Lee Cheney
Western Interstate Commission
for Higher Education
P.O. Drover
Boulder, Colorado 80302

Dear Mr. Cheney:

This letter is in reference to our telephone conversation of several days ago concerning your internship program. I would appreciate it if you would further explain your program as you outlined it for me on the telephone.

As a drug abuse clinic, some of our projected needs would be for someone:

1. To help with direct treatment which involves crisis intervention, individual, family and group;
2. To meet our speaking requests;
3. To develop education and prevention programs within the community;
4. To help train volunteers to work in the area of drug abuse;
5. To develop a community outreach program aimed at those who feel that they cannot come to a clinic for treatment and to train resource people in the community to reach these people.

I will be looking forward to hearing more about your internship program and if I can be of any further assistance to you, please do not hesitate to contact me.

Sincerely yours,

Marianne Gallo

Marianne Gallo
Drug Abuse Coordinator
Mental Health Services

MG:vfs

COLORADO HEALTH
4210 EAST 11TH AVENUE · DENVER, COLORADO 80220 · PHONE 388-6111
R. L. CLEERE, M.D., M.P.H., DIRECTOR

May 19, 1971

Mr. Robert S. Hullinghorst, Program Director
WICHE
P. O. Drawer "P"
Boulder, Colorado 80302

Dear Mr. Hullinghorst:

We have received a copy of the WICHE Drug Education Internship Program grant application. Upon reading the project description, we find it consistent with the information dispensed to us by Mr. Lee Chaney during the last part of March of this year.

As we mentioned to Mr. Chaney, the two major areas of endeavor for a summer intern within our division might be:

1. Monitoring street agencies - keeping track of their individual functioning and growth, listing their available services, examining the similarities and differences in their philosophies of assistance and obtaining some idea of their relationship with more established institutions.

2. Reviewing current drug information - scientific research, educational materials, films, sociological studies and any other pertinent pharmacological or sociological information.

We wish you success in obtaining funds for this timely program and again express our appreciation for such a complete copy of the grant proposal.

Sincerely,

Richard L. Keil
Community Educator
Alcohol and Drug
Abuse Division

RLK;lrw
CC: Graydon Dorsch
Bob Gilmore

KIWANIS INTERNATIONAL
KIWANIS INTERNATIONAL BUILDING, 101 EAST ERIE STREET, CHICAGO, ILLINOIS 60611
AREA CODE 312, WHITEHALL 3-2300

March 25, 1971

Mr. Robert S. Hullinghorst, Director
Resources Development Internship Program
Western Interstate Commission for Higher Education
Post Office Drawer P
Boulder, Colorado 80302

Dear Mr. Hullinghorst:

In response to your letter of March 11, we are interested in possibilities of helping youth to become involved in community drug education programs.

However, we have to know the details of the proposal before we can make any evaluation of its potential. Tell us precisely how it would work, what it would cost, when you hope to get it started, and so on.

As I believe I indicated earlier, you should not anticipate that Kiwanis International will take over an idea and be entirely responsible for its coordination and promotion. We like to acquaint all of our clubs with possibilities for expanded service, but we will not intensively promote any particular project unless we have reason to believe it is both applicable to most of our clubs and that the anticipated participation of our clubs will be high.

Once the details are known, it is possible that there will be Kiwanis clubs which would like to work with you in pilot programs.

Cordially,

R. P. "Reg" Merridew
International Secretary

RPM:gp

PRESIDENT
T. R. JOHNSON
900 East Louisiana Avenue, Suite 110
Denver, Colorado 80210

PRESIDENT-ELECT
WES H. BARTLETT
P. O. Box 473
Algona, Iowa 50511

IMMEDIATE PAST PRESIDENT
ROBERT F. WEBER
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148 Main Street
Haverhill, Massachusetts 01830
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P. O. Drawer "X"
Fort Myers, Florida 33901
A. FREDERICK ROSEN
3528 North Oracle Road
Tucson, Arizona 85705
STANLEY E. SCHNEIDER
P. O. Box 189
Crestline, Ohio 44827
F. W. SUMMERHAYES
P. O. Box 820
Brantford, Ontario

Y.M.C.A. Summer Drug Education Program Proposal
March 24, 1971

An effective drug education program must reach our youth where they are "at" in both a physical and psychological sense. This is the key to any program which seeks to relate to young people and the starting point for any summer drug education program.

The YMCA, from my point of view, does not need an "educator" in the traditional sense for a summer program. What we need is a person who can walk the streets and meet teens on the hill, at the reservoir, in the bowling alleys, in the pool halls, and in the shopping centers. Where possible he should form small groups, informally or formally, to rap about drugs. In addition to this, every opportunity on a one to one basis should be taken to rap about drugs. Also, certain office hours should be maintained at the YMCA building for the benefit of parents and kids who hang out at the YMCA.

The person selected to do this needs to be knowledgeable about both drugs and adolescents. Preferably, he needs to be open minded about marijuana, both as to its possible harmless and possible harmful characteristics. When dealing with kids using heroin he needs to utilize the resources within the Boulder Community to help him. His attention should be focused more on the use of psychodelics and amphetamines. As much as possible he should discourage the use of these drugs by helping kids understand the dangers involved and helping them see alternatives to drug use. Getting high on life needs to be a way of life with such an individual, as this style of life will be an effective model for many young people.

I envision this person working approximately 10 hours a day, five days a week. Wednesday through Sunday would be appropriate days, and 2:00 P.M. until midnight or so would be appropriate hours. Perhaps

office hours at the YMCA should be from 2:00-10:00 every Wednesday. This schedule should be flexible, with the starting time dependent on the quitting time of the night before. He should be free to spend all night, for example, with a person on a bad trip when such a situation arises.

The drug educator needed by the YMCA this summer, therefore, needs to be an "outreach" worker who is an educator, counselor and confidant of teens generally, as well as in the area of drug use. He must be free enough to work evenings. He must also be able to relate to parents in such a way as to give them confidence in himself.

Given a person with these qualifications, I feel a summer program will be a success.

Respectfully submitted,

Robert Brauninger

Robert Brauninger,
YMCA Teen Program Director

copy to: Lee Chaney
Western Interstate Commission
of Higher Education
P. O. Drawer P
Boulder, Colo. 80302

APPENDIX D.

A PRELIMINARY PROPOSAL

FROM

THE WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

UNDER THE DRUG ABUSE EDUCATION ACT OF 1970

BUDGET TOTAL $116,254

SIGNED _____

Robert H. Kroepsch,
Executive Director
Western Interstate Commission
for Higher Education

_____

Robert S. Hullinghorst,
Director,
Resources Development Internship
Program

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Appendices

A. Abstract:

The Western Interstate Commission for Higher Education (WICHE) submits this proposal to the Office of Education for the support of a program that will (1) provide college students with an educational experience specifically directed to the field of drug education and drug misuse; (2) provide an effective means to utilize the capabilities of youth in cooperation with the adult community in combating local drug and drug-related problems; and (3) provide agencies in the West with specialized student manpower to aid in developing community based programs in drug education and drug abuse. The program will operate under the title of the WICHE Drug Education Internship Program.

As will be explained in Section D, the program WICHE is proposing is based on our past experience with internships in community and economic development. Using that successful model, this program will involve the recruitment and placement of qualified university students into local community agencies to aid in the identification of the causes of the drug problems specific to the area. The student-intern will work in cooperation with the agency-sponsor to design and implement drug education programs suitable to those specific causes. During the 12 week summer internship, each intern will work at his project from its initiation through its completion and the writing of a final report for his sponsor. The sponsor will provide working facilities, routine supervision and expert advice. The student-intern will also work with a project committee of local leaders who will help him meet the project's objectives and solve technical problems. We project that these committees will be composed of members of local service organizations such as Kiwanis Clubs or Junior Chambers of Commerce, doctors

and/or staff members from community mental health centers, teachers and representatives of local parent-teacher organizations, community religious leaders, and members of juvenile courts and law-enforcement agencies.

The intern projects will vary with the needs of the particular agencies and institutions in which the students are placed. All projects will be designed to use the intern to develop and institute drug education and counselling programs.

The funding requested for this program can be expected to diminish over time, since WICHE's intention is to establish these internships on a self-supporting basis over the next few years with the administrative assistance of western universities and colleges. We have already generated a number of permanent, fully-supported intern positions through our regular program, and we anticipate no problems in fulfilling this commitment under the Drug Education Internship Program.

B. Planning:

The success of other intern programs developed and administered under WICHE's Resources Development Internship Program (RDIP) led to the initial consideration of a similar program in drug education in order to direct our program toward the major current national priorities identified by the President. RDIP representatives met with other WICHE personnel to form a planning group to analyze the feasibility of a program of this nature. Included in this preliminary feasibility study were members of the WICHE Mental Health Division, the WICHE Corrections Program, several university students, and the Director of the WICHE Resources Development Internship Program.

The decision that an internship in drug education was indeed feasible led RDIP to the next stage in its preliminary investigation. We identified

and contacted a sample of western community and state agencies that could utilize the program and benefit from it. These groups have unanimously expressed both their interest in our program and their willingness to cooperate with WICHE. Each of these organizations has a commitment to solving drug abuse and related problems and is either operating programs in the area or would rely on our interns to initiate programs for them. For a listing of the sample organizations and their projected intern projects see Appendix A.

Once we decided to go ahead with the program, most of the above information and sampling activities were performed by a graduate student in sociology working as an intern for the RDIP office.

C. The Problem:

Drug misuse and related problems are not confined to any isolated portion of our population; the incidence of drug abuse is widespread, and it is fast reaching crisis proportions in our nation's cities. We face a complex dilemma; its solutions will not be simple. In each community the underlying drug problems differ. Many factors intervene to negate the effectiveness of generalized national programs developed to implement blanket solutions.

Especially disturbing is the growing proportions of our country's youth population involved in the drug phenomena. The young people have drugs readily available to them and a peer structure which often reinforces their use. The channels of communication which operate within the adult population are often ineffective in bridging into the younger segment of the community. In many communities, drug education available to the adults is inadequate. As a result, the adults arm themselves with unreliable or non-factual information which can only further alienate the young from the drug education they need.

College students often have specific assets of value in the area of drug abuse: with proper guidance as interns, their ability to communicate with community youth can be crucial in instituting drug education programs that have maximum penetration. By working in cooperation with the various concerned segments of the adult population, a student-intern could precipitate the exchange of information and the growth of total community understanding. The student-intern could become a nucleus for programs designed to bring a realistic presentation to other young people on the problems and dangers of drug use. In addition, the WICHE Drug Education Internship Program will introduce talented young people into the drug education field, providing them with field experiences beneficial to their educational and professional development.

By design, our program recruits students to be placed with sponsor-agencies within a local community. This allows the intern and his adult coordinators to realize the nature and extent of their local problems and to develop programs equipped to meet their specific area needs. Through WICHE's operation in the 13 western states, the intern program will supply a vast network of community drug education programs. This project network will provide valuable resources to the field and an opportunity for regional comparisons and correlations with other educators and researchers.

D. Objectives:

The program we are proposing is based on our past experience with an internship program in community and economic development. Under that program, which began in 1968 and is scheduled to continue for at least two more years, we have placed 139 interns throughout the West. Each of these interns is assigned to a local or state agency that serves as the intern's sponsor to work

on a project that has been designed by the agency-sponsor. The internships cover a 12 week period during the summer. The exact starting and ending dates are determined by a mutual agreement between the intern and the sponsoring agency. The internships are full-time jobs, and the student-interns may not hold other positions during the internship period. The intern will devote his time to developing and completing his project and writing the final report. His efforts are aided and coordinated by the appointed agency supervisor with his project committee as an additional resource. In many cases, the student will also be able to call on a faculty advisor for assistance and academic support.

The internships in drug education would be based on our existing internship model, with minor changes made where necessary to work most effectively in this area. We do not anticipate any problem in carrying out our proposed program. We are confident, through our preliminary investigation and sampling, that our program will arouse solid community involvement and a willingness to cooperate with WICHE.

Should funding for our program be granted, the first program year would run from September 1, 1971 through August 31, 1972. The projected timetable is as follows:

Pre-Program (February 1971--August 31, 1971)

A. Review of goals and objectives.

B. Plan and conduct research and sampling.

C. Identify program advisory structure.

Setpember-December

A. Identify potential sponsor-agencies.

B. Establish program evaluation criteria.

C. Contact potential sponsors and assist in preliminary development of student-intern projects.

D. Establish intern selection criteria and identify colleges from which students could be selected.

January-April

A. Identify a committee to review projects.

B. Review and select projects for interns.

C. Coordinate student-intern recruitment, screening and selection.

D. Assist selected sponsor agencies in identification and selection of project advisory committees, and the identification of agency supervisors for the interns.

May-August

A. Confirm placement of interns with agencies.

B. Arrange for pay procedures and routine intern reporting.

C. During intern placement, pay intern and provide routine field supervision.

D. Review intern progress and arrange for final reports.

E. Collect, review and print, where appropriate, final reports of interns.

Post-Program (September--November)

A. Collect, review and analyze final evaluation materials.

B. Prepare and print final evaluation report.

E. Program Activities to Achieve Objectives:

1. Activities of WICHE's Resources Development Internship Program:

a. Establish policy and procedures for administering the intern program efficiently.

b. Identify community agencies that can use student-interns effectively in areas of drug education. WICHE will contact those agencies and institutions committed to furthering community education in drug misuse and to providing access to information and counselling services.

c. Identify students who can make the greatest contribution on intern projects. The students will be either upperdivision or graduate

students from a variety of disciplines. Because of the nature of the program, we anticipate that the majority of the interns will be majors within the behavioral sciences and education. More than half will probably be graduate students and every effort will be made to recruit minority and female candidates. The recruiting process will begin by WICHE's consulting with the project sponsors concerning the qualifications needed for interns. WICHE will contact cooperating universities and ask their faculty to assist in recruiting interns best meeting the identified criteria. Final selection of interns will be made by WICHE, based on faculty recommendations and consultation with sponsors.

d. Assist sponsors and students in developing potential intern projects. In order to encourage local initiative, the staff will be careful to avoid suggesting projects. The guidelines for project development and selection will emphasize the importance for projects with a high potential for significant local impact on specific problems in the area of drug education.
e. If necessary, establish priorities for intern projects and select those with greatest potential for community service.
f. Identify academic counselors for interns.
g. Provide field support for intern projects.
h. Pay intern stipends, intern expenses, counselor fees and counselor expenses.
i. Review, print (where appropriate), and distribute final intern reports.
j. Work with sponsors, universities and other agencies to create new intern opportunities for students wherever possible.
k. Evaluate the effectiveness of this program.
l. Report to the Office of Education at intervals designated by them, but at least once in the Spring after projects and interns have been identified, once in the Fall after all internships have ended, and once in the Winter after all reports have been submitted and printed, after the program has been evaluated, and after a new grant application--if any--has been prepared.

2. Activities of Sponsors:
   a. Help develop intern projects and appoint a project committee.
   b. Help support intern costs.
   c. Provide the intern with working space, facilities, supplies and any transportation beyond that which can be supported under this program.
   d. Provide the intern with routine supervision, guidance and counselling.
   e. Review project progress and the intern's final report.
   f. Type the final report and forward it to WICHE for printing (except in those cases where the sponsor will provide printing).
   g. Assist in evaluating the intern program and in establishing ongoing community drug education programs wherever possible.
3. Activities of Universities:
   a. Universities in the West will assist WICHE in recruiting interns and academic counselors.
   b. In some cases, these institutions will enter into agreements with WICHE to develop intern programs in drug education with consulting assistiance from WICHE.
4. Activities of project committees:
   a. Assist the intern in understanding his project as an educational experience.
   b. Help the student and his sponsor in developing the technical support necessary to complete the intern project.
   c. Provide the intern with guidance and coordination for his activities within the adult community.
   d. Work with the intern and the sponsor to solve any supervision problems.
   e. Review the intern's final report.
   f. Assist in the evaluation of the program.
5. Responsibilities of the Interns:
   a. In some cases, the interns will help develop intern projects; in all cases they will
   b. Complete the project satisfactorily, including submitting to

WICHE a final report, but also including plans, proposals, films and other pieces of work requested by the sponsor and identified by him as important to the community.

c. Help WICHE evaluate the intern program.

It is our belief that this effort to include young student-interns in the area of drug education can make a significant contribution to the battle against drug abuse and misuse. Through our experiences in similar projects, we are certain our internships will have specific impact on the communities involved, as well as another major benefit--its impact on students.

Enclosed is the report of an intern, Anthony White. Though this report is not related to drug education, it reflects the type of product that might be expected from an intern in this program (Appendix C). Also attached are several documents that we feel might be of interest to you. These include

Appendix D. Manual for Developing Internship Proposals
Appendix E. Handbook for Resources Development Interns
Appendix F. WICHE 1970 Annual Report

F. Resources and Projected Costs:

Primary responsibility for this project will rest with the WICHE Resources Development Internship Program. In addition to the administrative activity of the RDIP Director, the Drug Education Program will have a staff assistant who is a young person capable of relating well with students and youth. A secretary will also be assigned specifically to the program. Also available for administrative consultation will be a project committee, the RDIP advisory committee and additional back-up resources within WICHE. The administrative office will operate from WICHE where complete office equipment and facilities and available.

This proposal is for a program of support for 90 interns during the Summer of 1972. The request is made for $116,254 which will be matched with local contributions totalling $40,500. The community agencies and institutions have expressed considerable interest in this program. Many are willing to cooperate in our program with matching fiscal commitments of $400 per intern. From our past experience, we foresee no difficulty in securing the fiscal commitment of $400 per intern, amounting to $36,000. In addition, we will secure commitments for printing 45 of the intern reports from agency-sponsors. This increases the supplementary funds to $40,500.

The costs for running the proposed program for the first year will be $116,254 A complete breakdown of the budget detail of these costs is enclosed as Appendix B.

APPENDICES

A. Potential Sponsors and Projects in Drug Education

B. Budget Detail

C. A Consumer Education and Protection Program, by Anthony White

D. Manual for Developing Internship Proposals

E. Handbook for Resources Development Interns

F. WICHE 1970 Annual Report

APPENDIX B

BUDGET DETAIL

PROFESSIONAL SALARIES	
Program Director: $16,088 X 50%	$ 8,044
Staff Assistant: $8,400 X 100%	8,400
SUPPORT SALARIES	
Secretary: $5,460 X 100%	5,460
CONTRACT HOURLY: .5 days/week = 204 hours X $2.00/hour	408
PROFESSIONAL BENEFITS: 15% of Salaries	2,467
SUPPORT BENEFITS: 10% of Salaries	546
CONSULTANTS: 5 consultant days @ $100/day	500
TRAVEL	
Staff: 30 trips @ $225/trip	6,750
Consultants: 2 consultant trips @ $225/trip	450
Other: Advisory Committee Meeting: 5 Members @ $225/trip each	1,125
OFFICE RENT	
Program Director: $540/year X 50%	270
Staff Assistant: $540/year X 100%	540
Secretary: $270/year X 100%	270
COMMUNICATIONS	
Telephones: (2 X $240/year) + (1 X $240/year X 50%)	600
Telephone Toll: 500 calls @ $2.00 each	1,000
Postage:	500
OFFICE SUPPLIES	500
COPYING: 3000 Xerox copies @ 4¢ each	120
INTERN STIPENDS: 90 interns @ $1,080	97,200
INTERN TRAVEL: 90 interns @ $50 each	4,500
INTERN REPORT REPRODUCTION: 90 reports @ $100 each	9,000
INDIRECT COSTS: 32% of Salaries, Benefits and Contract Hourly*	8,104
TOTAL	$156,754
LOCAL CONTRIBUTIONS	40,500
GRANT REQUESTED	$116,254

*Rate subject to increase based on current negotiations with H.E.W.

SECTION I

Form Approved
Budget Bureau No. 68-R0249

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE

GRANT APPLICATION
Section 253, P.L. 91-513

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TYPE	PROGRAM	NUMBER
REVIEW GROUP		FORMERLY
COUNCIL *(Month, Year)*		DATE RECEIVED

TO BE COMPLETED BY PRINCIPAL INVESTIGATOR *(Items 1 through 7 and 15A)*

1. TITLE OF PROPOSAL *(Do not exceed 53 typewriter spaces)*
WICHE DRUG EDUCATION INTERNSHIP PROGRAM

2. PRINCIPAL INVESTIGATOR

2A. NAME *(Last, First, Initial)*
Hullinghorst, Robert S.

2B. TITLE OF POSITION
Program Director

2C. MAILING ADDRESS *(Street, City, State, Zip Code)*
Western Interstate Commission for
Higher Education
Post Office Drawer "P"
Boulder, Colorado 80302

2D. DEGREE
Bachelor of Arts

2E. SOCIAL SECURITY NO.
520-44-2331

2F. TELEPHONE DATA — Area Code: 303 — TELEPHONE NUMBER AND EXTENSION: 449-3333, Ext. 237

2G. DEPARTMENT, SERVICE, LABORATORY OR EQUIVALENT *(See Instructions)*
WICHE General Regional Programs

2H. MAJOR SUBDIVISION *(See Instructions)*
Resources Development Internship Program

3. DATES OF ENTIRE PROPOSED PROJECT PERIOD *(This application)*

FROM	THROUGH
September 1, 1971	August 31, 1974

4. TOTAL DIRECT COSTS REQUESTED FOR PERIOD IN ITEM 3
$457,416

5. DIRECT COSTS REQUESTED FOR FIRST 12-MONTH PERIOD
$150,600

6. PERFORMANCE SITE(S) *(See Instructions)*
Administrative Offices--Same as 2c
Intern Placement Sites will be in
all or most of the WICHE states:
Alaska, Arizona, California,
Colorado, Hawaii, Idaho, Montana,
Nevada, New Mexico, Oregon, Utah,
Washington, and Wyoming.

7. Research Involving Human Subjects *(See Instructions)*
A. [X] NO B. [ ] YES Approved: _____ Date
C. [ ] YES – Pending Review

8. Inventions *(Renewal Applicants Only - See Instructions)*
A. [ ] NO B. [ ] YES – Not previously reported
C. [ ] YES – Previously reported N.A.

TO BE COMPLETED BY RESPONSIBLE ADMINISTRATIVE AUTHORITY *(Items 8 through 13 and 15B)*

9. APPLICANT ORGANIZATION(S) *(See Instructions)*
Western Interstate Commission for
Higher Education
84-6008945 (IRS Identification Number)
Post Office Drawer "P"
Boulder, Colorado 80302
Congressional District 02

11. TYPE OF ORGANIZATION *(Check applicable item)*
[ ] FEDERAL [ ] STATE [ ] LOCAL [XX] OTHER *(Specify)*
Interstate Agency

12. NAME, TITLE, ADDRESS, AND TELEPHONE NUMBER OF OFFICIAL IN BUSINESS OFFICE WHO SHOULD ALSO BE NOTIFIED IF AN AWARD IS MADE
John C. Staley
Administrative Services Officer
WICHE
Drawer "P"
Boulder, Colorado 80302
Telephone Number (303) 449-3333

10. NAME, TITLE, AND TELEPHONE NUMBER OF OFFICIAL(S) SIGNING FOR APPLICANT ORGANIZATION(S)
Robert H. Kroepsch
Executive Director
WICHE
P.O. Drawer "P"
Boulder, Colorado 80302
Telephone Number(s) (303)449-3333,201

13. IDENTIFY ORGANIZATIONAL COMPONENT TO RECEIVE CREDIT FOR INSTITUTIONAL GRANT PURPOSES *(See Instructions)*
N.A.

14. PHS ACCOUNT NUMBER *(Enter if known)*

15. **CERTIFICATION AND ACCEPTANCE.** We, the undersigned, certify that the statements herein are true and complete to the best of our knowledge and accept, as to any grant awarded, the obligation to comply with Public Health Service terms and conditions in effect at the time of the award.

SIGNATURES (Signatures required on original copy only. *Use ink, "Per" signatures not acceptable)*	A. SIGNATURE OF PERSON NAMED IN ITEM 2A	DATE
	Robert S. Hullinghorst	April 20, 1971
	B. SIGNATURE(S) OF PERSON(S) NAMED IN ITEM 10 Robert H. Kroepsch	DATE April 20, 1971

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Rev. 3-70

SECTION 1

NOT FOR PUBLICATION OR PUBLICATION REFERENCE

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE

RESEARCH OBJECTIVES

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PROJECT NUMBER

NAME AND ADDRESS OF APPLICANT ORGANIZATION

Western Interstate Commission for Higher Education, Post Office Drawer "P", Boulder, Colorado 80302

NAME, SOCIAL SECURITY NUMBER, OFFICIAL TITLE, AND DEPARTMENT OF **ALL PROFESSIONAL PERSONNEL ENGAGED ON PROJECT**, BEGINNING WITH PRINCIPAL INVESTIGATOR

Mr. Robert S. Hullinghorst, S.S. #520-44-2331
Director, Resources Development Program of the
General Regional Division, WICHE

TITLE OF PROJECT

WICHE Drug Education Internship Program

USE THIS SPACE TO ABSTRACT YOUR PROPOSED RESEARCH. OUTLINE OBJECTIVES AND METHODS. UNDERSCORE THE KEY WORDS (NOT TO EXCEED 10) IN YOUR ABSTRACT.

The Western Interstate Commission for Higher Education (WICHE) submits this proposal to the National Institute of Mental Health for the support of a program that will (1)provide an effective means of utilizing youth capabilities in cooperation with the adult community in combating local drug and drug-related problems; (2)provide college students with an educational experience specifically directed to the field of drug education and drug abuse; and (3)provide agencies in the West with specialized student manpower to aid in developing community-based programs in drug education and drug abuse. The program will operate under the title of the WICHE Drug Education Internship Program.

The program will involve the recruitment and placement of qualified university students in community agencies to aid in the identification of the causes of the drug problems specific to the area. The student-intern will work in cooperation with the agency-sponsor to design and implement drug education programs suitable to those specific causes. The intern projects will vary with the needs of the particular agencies and institutions in which the students are placed. During the 12-week summer internship, each intern will work at his project from its initiation through its completion and the writing of a final report for his sponsor. The sponsor will provide working facilities, routine supervision and expert advice. The student-intern will also work with a project committee of local leaders who will help him meet the project's objectives, and solve technical problems.

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SECTION II -- PRIVILEGED COMMUNICATION

DETAILED BUDGET FOR FIRST 12-MONTH PERIOD

FROM: September 1, 1971 THROUGH: August 31, 1972

DESCRIPTION (Itemize) PERSONNEL — NAME	TITLE OF POSITION	TIME OR EFFORT (HRS)	AMOUNT REQUESTED (Omit cents) SALARY	FRINGE BENEFITS	TOTAL
Robert S. Hullinghorst	PRINCIPAL INVESTIGATOR	50%	$8,044	$1,207	$9,251
To be appointed	Staff Assistant	100%	8,400	1,260	9,660
Mrs. Lisa Putman	Program Secretary	37.5hr.	5,460	546	6,006
-----	Contract Hourly,204 hours	100%	408	N.A.	408

CONSULTANT COSTS	Ten consultant Days @ $50/day for consultants who will be chosen from the field to assist with on-site work related to the development of intern projects	500
EQUIPMENT	Desks: 1 Executive @ $200 and 1 Secretarial @ $225	425
	Chairs: 1 Executive @ $150, 1 Steno @ $50 and 2 Side Chairs @ $50 each	300
	Table: 1 @ $100	100
	Dictating Equipment: 2 Instruments @ $300 each	600
	1 File Cabinet @ $75	75
	1 Typewriter @ $450	450
	Total $1,950	
SUPPLIES	Office supplies	500
TRAVEL — DOMESTIC	for staff, consultants, interns and other*	12,825
TRAVEL — FOREIGN		None
PATIENT COSTS (See instructions)		None
ALTERATIONS AND RENOVATIONS		None
OTHER EXPENSES (Itemize)	Office Rent*	1,080
	Communications*	2,100
	Copying (3,000 Xerox copies @ 4¢ each)	120
	Intern Stipends (90 interns @ $1,080 each)	97,200
	Intern Report Reproduction (90 reports @ $100 each)	9,000
TOTAL DIRECT COST (Enter on Page 1, Item 5)		150,600

INDIRECT COST (See Instructions)

DATE OF DHEW AGREEMENT:

35 % S&W*

_____ % TDC*

*IF THIS IS A SPECIAL RATE (e.g. off-site), SO INDICATE.

☐ WAIVED

☒ UNDER NEGOTIATION WITH: Department of Health, Education and Welfare

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*SEE ATTACHED BUDGET EXPLANATIONS

SECTION II – PRIVILEGED COMMUNICATION

BUDGET ESTIMATES FOR ALL YEARS OF SUPPORT REQUESTED FROM PUBLIC HEALTH SERVICE
DIRECT COSTS ONLY (Omit Cents)

DESCRIPTION		1ST PERIOD (SAME AS DETAILED BUDGET)	ADDITIONAL YEARS SUPPORT REQUESTED *(This application only)*					
			2ND YEAR	3RD YEAR	4TH YEAR	5TH YEAR	6TH YEAR	7TH YEAR
PERSONNEL COSTS		$25,325	$27,857	$30,643				
CONSULTANT COSTS *(Include fees, travel, etc.)*		500	500	500				
EQUIPMENT		1,950	-0-	-0-				
SUPPLIES		500	525	551				
TRAVEL	DOMESTIC	12,825	13,241	13,679				
	FOREIGN	-0-	-0-	-0-				
PATIENT COSTS		-0-	-0-	-0-				
ALTERATIONS AND RENOVATIONS		-0-	-0-	-0-				
OTHER EXPENSES		109,500	109,605	109,715				
TOTAL DIRECT COSTS		150,600	151,728	155,088				

TOTAL FOR ENTIRE PROPOSED PROJECT PERIOD *(Enter on Page 1, Item 4)* ⟶ $ 457,416

REMARKS: *Justify all costs for the first year for which the need may not be obvious. For future years, justify equipment costs, as well as any significant increases in any other category. If a recurring annual increase in personnel costs is requested, give percentage. (Use continuation page if needed.)*

BUDGET EXPLANATIONS--FIRST YEAR

Fringe Benefits: Fringe Benefits are computed at 15% of professional salaries and 10% of support salaries.

Travel:

Staff:	30 trips @ $225 per trip to visit intern placement sites.	$ 6,750
Consultants:	2 trips @ $225/trip for consultant visits with staff and sponsors	450
Other:	1 meeting of advisory committee (5 travelers @ $225 each)	1,125
Intern Travel:	90 interns @ $50 each to allow local travel for interns.	4,500
	BUDGET TOTAL--TRAVEL	$12,825

Office Rent

Program Director: $540/year X 50%	$ 270
Staff Assistant: $540/year X 100%	540
Secretary: $240/year X 100%	270
BUDGET TOTAL--RENT	$ 1,080

Communications

Telephone Equipment @ $240/instrument (2 X $240/year) + 1 X $240/year X 50%)	$ 600
Telephone Toll: 500 calls @ $2.00 each	1,000
Postage	500
BUDGET TOTAL--COMMUNICATIONS	$ 2,100

BUDGET EXPLANATION--SUBSEQUENT YEARS

Personnel:

Salary increases are based on an average WICHE increase of 10% per year.

Office Supplies, Travel and Communications:

Adjustments of 5% per year have been made in these items to anticipate increasing costs resulting from inflation.

Intern Stipends, Travel, and Report Reproduction:

The costs related to interns have been kept constant, even though expansion of the program is anticipated. It is felt that these increases will be offset by contributions made to the program by sponsors in subsequent years, after the program has proved its utility to sponsors in the drug-education field.

SECTION II – PRIVILEGED COMMUNICATION

BIOGRAPHICAL SKETCH

(Give the following information for all professional personnel listed on page 3, beginning with the Principal Investigator. Use continuation pages and follow the same general format for each person.)

NAME	TITLE	BIRTHDATE *(Mo., Day, Yr.)*
Robert S. Hullinghorst	Program Director	6--5--43
PLACE OF BIRTH *(City, State, Country)*	**PRESENT NATIONALITY** *(If non-U.S. citizen, indicate kind of visa and expiration date)*	**SEX**
New Orleans, La., U.S.A.	United States Citizen	☒ Male ☐ Female

EDUCATION *(Begin with baccalaureate training and include postdoctoral)*

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	SCIENTIFIC FIELD
University of Wyoming University of Wyoming, Graduate George Washington University	B.A.	1964	Political Science Public Administration Law

HONORS

Phi Beta Kappa, Elected 1964
Elected Coe Fellow in American Studies at the University of Wyoming in 1964
Awarded Trustees Scholarship to attend George Washington University Law School in 1966

MAJOR RESEARCH INTEREST	ROLE IN PROPOSED PROJECT
The importance of field education (internships) in higher education.	Program Director

RESEARCH SUPPORT *(See instructions)*

The Resources Development Internship Program is currently supported by the Economic Development Administration, United States Department of Commerce, and by the Fleischmann Foundation of Reno, Nevada.

RESEARCH AND/OR PROFESSIONAL EXPERIENCE *(Starting with present position, list training and experience relevant to area of project. List all or most representative publications. Do not exceed 3 pages for each individual.)*

1968-	Director, Resources Development Internship Program, Western Interstate Commission for Higher Education.
1968-	Executive Director, Mountain Region Industrial Development Institute.
1967-68	Supervisor, Colorado Vista Training Program
1967	Insurance Consultant, Metropolitan Life Insurance Company.
1966-67	Staff Assistant, Senator Joseph S. Clark.
1966	United States Capitol Police.
1965	Community Development Organizer.
1964	Intern, Wyoming State Legislature.
1964	Graduate Instructor, University of Wyoming

1. Objectives:

Drug misuse and related problems are not confined to any isolated portion of our population; the incidence of drug abuse is widespread and it is fast reaching crisis proportions in our nation's cities. We face a complex dilemma; its solutions will not be simple. In each community the underlying drug problems differ; many factors intervene to negate the effectiveness of generalized national programs developed to implement blanket solutions.

Especially disturbing is the growing proportion of our country's youth population involved in the drug phenomena. The young people have drugs readily available to them and a peer structure which often reinforces their use. The channels of communication which operate within the adult population are often ineffective in bridging into the younger segment of the community. In many communities, drug education and information available to the adults is inadequate. As a result, the adults arm themselves with unreliable or non-factual information which can only further alienate the young from the drug education they need.

College students frequently have specific valuable assets in the area of drug abuse: with proper guidance as interns, their ability to communicate with community youth can be crucial in instituting drug education programs that have maximum penetration. By working in cooperation with the various concerned segments of the adult population, a student-intern could catalyze the exchange of information and the growth of total community understanding. The student-intern could become a nucleus for programs designed to bring a realistic presentation to other young people on the problems and dangers of drug use. In addition, the WICHE Drug Education Internship Program will introduce talented young people into the drug education field, providing them with field experiences beneficial to their educational and professional development.

By design, our program recruits students to be placed with agency-sponsors within a local community. This allows the intern and his adult coordinators to realize the nature and extent of their local problems and to develop programs equipped to meet their specific area needs. Through WICHE's operation in the 13 western states, the intern

program will supply a vast network of community drug education programs. This project network will provide valuable resources to the field and the potential for regional comparisons and correlations with other educators and researchers.

2. Specific Aims:

Should funding for our program be granted, the first program year would run from September 1, 1971 through August 31, 1972. The projected timetable for the program's specific aims is as follows:

Pre-Program (February 1971--August 31, 1971)

A. Review of goals and objectives.

B. Plan and conduct research and sampling.

C. Identify program advisory structure.

September--December

A. Identify potential sponsor-agencies.

B. Establish program evaluation criteria.

C. Contact potential sponsors and assist in preliminary development of student-intern projects.

D. Establish intern selection criteria and identify colleges from which students could be selected.

January--April

A. Identify a committee to review projects.

B. Review and select projects for interns.

C. Coordinate student-intern recruitment, screening and selection.

D. Assist selected sponsor-agencies in identification and selection of project advisory committees, and the identification of agency supervisors for the interns.

May--August

A. Confirm placement of interns with agencies.

B. Arrange for pay procedures and routine intern reporting.

C. During intern placement, pay intern and provide routine field supervision.

D. Review intern progress and arrange for final reports.

E. Collect, review and print, where appropriate, final reports of interns.

Post-Program (September--November)

A. Collect, review and analyze final evaluation materials.

B. Prepare and print final evaluation report.

3. Methods of Procedure:

The program we are proposing is based on our past experience with an internship program in community and economic development. Under that program, which began in 1968 and is scheduled to continue for at least two more years, we have placed 139 interns throughout the West. Each of these interns is assigned to a local or state agency that serves as the intern's sponsor to work on a project that has been designed by the agency-sponsor. The internships cover a 12 week period during the summer. The exact starting and ending dates are determined by a mutual agreement between the intern and the sponsoring agency. The internships are full-time jobs, and the student-interns may not hold other positions during the internship period. The intern will devote his time to developing and completing his project and writing the final report. His efforts are aided and coordinated by the appointed agency supervisor with his project committee as an additional resource. In many cases, the student will also be able to call on a faculty advisor for assistance and academic support.

The internships in drug education would be based on our existing internship model, with minor changes made, where necessary, to work most effectively in this area. We do not anticipate any problem in carrying out our proposed program. We are confident, through our preliminary investigation and sampling, that our program will arouse solid community involvement and a willingness to cooperate with WICHE.

The following activities will be used to accomplish the proposed program:

I. Activities of WICHE's Resources Development Internship Program:

A. Establish policy and procedures for administering the intern program efficiently.

B. Identify community agencies that can use student-interns effectively in areas of drug education. WICHE will contact those agencies and institutions committed to

furthering community education in drug abuse and to providing access to information and counselling services.

C. Identify students who can make the greatest contribution on intern projects. The students will be either upperdivision or graduate students from a variety of disciplines. Because of the nature of the program, we anticipate that the majority of the interns will be majors within the behavioral sciences and education. More than half will probably be graduate students and every effort will be made to recruit minority and female candidates. The recruiting process will begin by WICHE's consulting with the project sponsors concerning the qualifications needed for interns. WICHE will contact cooperating universities and ask their faculty to assist in recruiting interns best meeting the identified criteria. Final selection of interns will be made by WICHE, based on faculty recommendations and consultation with sponsors.

D. Assist sponsors and students in developing potential intern projects. In order to encourage local initiative, the staff will be careful to avoid suggesting projects. The guidelines for project development and selection will emphasize the importance for projects with a high potential for significant local impact on specific problems in the area of drug education.

E. If necessary, establish priorities for intern projects and select those with greatest potential for community service.

F. Identify academic counselors for interns.

G. Provide field support for intern projects.

H. Pay intern stipends and intern expenses.

I. Review, print, where appropriate, and distribute final intern reports.

J. Work with sponsors, universities and other agencies to create new intern opportunities for students wherever possible.

K. Evaluate the effectiveness of this program.

L. Report to the National Institute of Mental Health, at intervals designated by them, but at least once in the Spring after projects and interns have been

identified, once in the Fall after all internships have ended, and once in the Winter after all reports have been submitted and printed, after the program has been evaluated, and after a new grant application has been prepared.

II. Activities of Sponsors:

A. Help develop intern projects and appoint a project committee.

B. Help support intern costs.

C. Provide the intern with working space, facilities, supplies and any transportation beyond that which can be supported under this program.

D. Provide the intern with routine supervision, guidance and counselling.

E. Review project progress and the intern's final report.

F. Type the final report and forward it to WICHE for printing (except in those cases where the sponsor will provide printing).

G. Assist in evaluating the intern program and in establishing ongoing community drug education programs wherever possible.

III. Activities of Universities:

A. Universities in the West will assist WICHE in recruiting interns and academic counselors.

B. In some cases, these institutions will enter into agreements with WICHE to develop intern programs in drug education with consulting assistance from WICHE.

IV. Activities of Project Committees.

A. Assist the intern in understanding his project as an educational experience.

B. Help the student and his sponsor in developing the technical support necessary to complete the intern project.

C. Provide the intern with guidance and coordination for his activities within the adult community.

D. Work with the intern and the sponsor to solve any supervision problems.

E. Review the intern's final report.

F. Assist in the evaluation of the program.

V. Responsibilities of the Interns:

A. In some cases, the interns will help develop intern projects; in all cases they will

B. Complete the project satisfactorily, including submitting to WICHE a final report, but also including plans, proposals, films and other pieces of work requested by the sponsor and identified by him as important to the community.

C. Help WICHE evaluate the intern program.

4. Significance:

WICHE shares in the national concern over the many problems of drug abuse. It is this interest that led to our development of a proposal for a program of this nature. We feel that through this intern program, we can mount an effort that will significantly contribute to the combating of the drug abuse problem. The interns will work on particular state and local projects, an area in which considerably more effort needs to be devoted in order to identify specific local problems and solutions.

In the preliminary stages of developing this proposal, we have identified and contacted a sample of community and state agencies that could utilize the program and benefit from it. These groups have unanimously expressed both their interest in our program and their willingness to cooperate with WICHE. Each of these organizations has a commitment to solving drug abuse problems. Some of these organizations are already operating drug abuse programs; however, all of them have expressed a strong interest in working with interns to develop new drug education programs if this intern program is funded. For an illustrative, but not definitive listing of potential intern sponsors and their projected intern needs see Appendix A.

Students placed on projects will be those best qualified to meet the needs of each project. Interns will be selected from those institutions which agree to provide the greatest assistance toward the program's administration, which are willing to provide academic support and credit to interns, and which have adequate depth and sophistication in their students. We are currently working on other programs with a number of institutions with these qualifications, and do not anticipate any difficulty in securing their

cooperation on this program. The recruiting process will be as described in Section 3., I., C., above.

It is our belief that this effort to include young student-interns in the area of drug education can make a significant contribution to the battle against drug abuse and misuse. Through our experiences in similar projects, we are certain our internships will have significant impact on the communities involved, as well as another major benefit--its impact on students.

Enclosed is the report of an intern, Anthony White. Though this report is not related to drug education, it reflects the type of product that might be expected from an intern in this program (Appendix B). Also attached are several documents that we feel might be of interest to you. These include

Appendix C. Manual for Developing Internship Proposals
Appendix D. Handbook for Resources Development Interns
Appendix E. WICHE 1970 Annual Report

5. Facilities Available:

Primary responsibility for this project will rest with the WICHE Resources Development Internship Program. In addition to the administrative activity of the RDIP Director, the Drug Education Internship Program will have a staff assistant who is a young person capable of relating well with students and youth. A secretary will also be assigned specifically to the program. Also available for administrative consultation will be a project committee, the RDIP advisory committee and additional back-up resources within WICHE. The administrative office will oeprate from WICHE where complete office equipment and facilities are available.

6. Collaborative Arrangements:

As mentioned in Section 4, the WICHE Drug Education Internship Program will involve the placement of qualified student-interns with community agencies and institutions. In the preliminary stages of this program's development, we have identified a sample of community and state agencies that are exemplary of the institutions that would utilize WICHE's Drug Education Interns. The sample organizations have unanimously expressed

both their interest in our program and their willingness to cooperate with WICHE. For illustrations of potential sponsors and projects in drug education from the preliminary sample see Appendix A. It has been the experience of the Resources Development Internship Program that agencies and organizations are willing and in fact eager to cooperate with our internship programs. In the past, we have had more agencies desiring our interns than our funding would allow.

The interns will be recruited from colleges and universities throughout the 13 western states. We are currently working on other programs with a number of institutuions which have student populations capable of supplying qualified intern candidates. RDIP does not anticipate any difficulty in securing the cooperation of these institutions on this program.

7. Additional Data Requirements: C. Inclusion of Youth:

RDIP representatives met with other WICHE personnel to form a planning group to analyze the feasibility of a program of this nature. Included in this preliminary feasibility study were members of the WICHE Mental Health Division, the WICHE Corrections Program, several university students, and the Director of the WICHE Resources Development Internship Program. The decision that an internship in drug education was indeed feasible led RDIP to the next stage in its preliminary investigation: research and sampling.

The research and sampling activites were performed by a graduate student in sociology working as an intern for the RDIP office. The program, if funded, will involve the placement of college student-interns in local agencies and institutions to initiate drug education programs designed to reach all segments of the population, with a special emphasis directed toward the young.

Immediately following are the copy of a currently valid Internal Revenue Service tax exemption certificate and the Assurance of Compliance with the Department of Health, Education, and Welfare Regulation under Title VI of the Civil Rights Act of 1964.

FORM 637
(Rev. Oct. 1956)

U.S. Treasury Department
Internal Revenue Service

REGISTRATION FOR TAX-FREE TRANSACTIONS UNDER CHAPTER 32 OF THE INTERNAL REVENUE CODE

THIS APPLICATION SHOULD ALSO BE USED BY PRODUCERS AND IMPORTERS OF GASOLINE AND MANUFACTURERS OF LUBRICATING OIL

A- 130344

Please type or print

NAME OF INDIVIDUAL, CORPORATION, PARTNERSHIP, OR ASSOCIATION
Western Interstate Commission for Higher Education

NAME UNDER WHICH BUSINESS IS OPERATED
Same as above

BUSINESS ADDRESS (Number and Street)
Fleming Law Building

(City, Postal Zone, State)
Boulder, Colorado

RECEIVED
MAY 10 1961
DIR. INT. REV.
DENVER

File this application in duplicate with your District Director of Internal Revenue. The original will be validated and returned as your Certificate of Registry. See the instructions on the reverse side.

Application is hereby made for a certificate of registry in the name(s) indicated above. The applicant is [illegible] selling or purchasing

Agency - a compact of the 13 Western states
(Manufacturer, producer, importer, refiner, wholesaler, jobber, retailer, or other)

[illegible]
(Type of product)

and affirms that the use of the articles purchased or sold tax free is to be for the exempt purposes specified in the applicable provisions of the law and regulations and understands that the misuse of this certificate will lead to its revocation and/or the penalties provided by law.

I declare under the penalties of perjury that this application has been examined by me and to the best of my knowledge and belief is true, correct, and complete application.

Signature [signature] Title Director Date April 25, 1961

District Director's Validation

A certificate of registry for the above-named applicant is approved and issued under the number indicated above.

[signature]
District Director of Internal Revenue

By [signature] Date [illegible]

16—72621-1

ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE REGULATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Western Interstate Commission for Higher Education (hereinafter called the "Applicant")
(Name of Applicant)

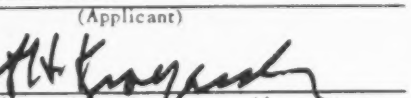
HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated April 20, 1971

Western Interstate Commission for Higher Education
(Applicant)

By 
(President, Chairman of Board, or comparable authorized official)

Robert H. Kroepsch,
Executive Director

Post Office Drawer "P"

Boulder, Colorado 80302
(Applicant's mailing address)

HEW-441
(12-64)

APPENDICES

A. Potential Sponsors and Projects in Drug Education

B. A Consumer Education and Protection Program, by Anthony White

C. Manual for Developing Internship Proposals

D. Handbook for Resources Development Interns

E. WICHE 1970 Annual Report

APPENDIX E.

P. O. Drawer P, Boulder, Colorado 80302 • (303) 449-3333

WICHE
Western Interstate Commission for Higher Education

March 31, 1971

van Ameringen Foundation, Inc.
509 Madison Avenue
New York City, New York 10019

Dear Sir:

Recently our office spoke with you by telephone about WICHE's interest in establishing an internship program in Drug Education for college students in the West. My purpose in writing is to expand my description of our proposed program and to forward to you supplemental information for your consideration.

Background

The program we are proposing is based on our past experience with internships in community and economic development. Under that program, which began in 1968 and is scheduled to continue for at least two more years, we have placed 139 interns throughout the West. Each of these interns is assigned to a local or state agency which serves as the intern's sponsor to work on a project that has been designed by the agency-sponsor. During the 12 week internship, each intern works at his project from its initiation through to its completion and the writing of a final report for his sponsor. The sponsor provides working facilities, routine supervision and expert advice. The student also works with a project committee of local leaders who help him meet the project's objectives and solve technical problems. In many cases, the student can also call on a faculty advisor for assistance and academic support.

Our evaluation of this program has uncovered very encouraging results from our interns' work. For example, one intern's report led to a $3,000,000 grant for two fish-processing plants. Another project has resulted in a city's receiving $1,300,000 for a harbor-improvement project. A third intern's work has been used by an Indian community to justify a $90,000 allocation for a sewer and water project.

In addition to the specific impact WICHE intern projects have on the communities involved, we feel the program has another major benefit--its impact on students. Many students have found their internships very professionally rewarding. In a restricted employment market, our office knows of several students who have received excellent positions in their fields and attribute

their success to their project and final report. Educationally, the students have affirmed that the internships are quite productive. Of course, the actual effect of any educational program is difficult to pinpoint, but our staff is working with other intern programs and WICHE's Planning and Management Systems Division to develop adequate measurement tools for this area. This is part of our continuing effort to develop methods for better evaluating our own program.

The New Program

WICHE's proposal to your foundation, if funded, will allow us to institutionalize a program of internships for students working on drug education and drug abuse. These internships would be based on our existing internship model, with minor changes made where necessary to work most effectively on problems in the drug abuse area. The goals of the new program would be similar to those of our present program: to provide significant manpower resources to community and state agencies and organizations, and to provide field experience beneficial to the students' educational and professional development.

WICHE shares in the national concern over the many problems of drug abuse. It is this interest that led to our development of a proposal for a program of this nature. We feel that through this intern program, we can mount an effort that will significantly contribute to the combating of the drug abuse problem. The interns will work on particular state and local projects, an area in which considerably more effort needs to be devoted in order to identify specific local problems and solutions.

In the preliminary stages of developing this proposal, we have identified and contacted a sample of community and state agencies that could utilize the program and benefit from it. These groups have unanimously expressed both their interest in our program and their willingness to cooperate with WICHE. Each of these organizations has a commitment to solving drug abuse problems. Some of these organizations are already operating drug abuse programs; however, all of them have expressed a strong interest in working with interns to develop new drug education programs if this intern program is funded. For an illustrative, but not definitive, listing of potential intern sponsors and their projected intern needs see Enclosure A.

Students placed on projects will be those qualified to meet the needs of each project. They will be either upperdivision or graduate students from a variety of disciplines. More than half will probably be graduate students and every effort will be made to recruit qualified minority and female candidates. Interns will be selected from those institutions which agree to provide the greatest assistance toward the program's administration, which are willing to provide academic support and credit to interns, and which have adequate depth and sophistication in their students. We are currently working on other programs

with a number of institutions with these qualifications, and do not anticipate any difficulty in securing their cooperation on this program. The recruiting process will begin by WICHE's consulting with the project sponsors concerning the qualifications needed by interns for each of their projects. WICHE will then contact cooperating universities and ask their faculty to assist in recruiting interns best meeting the identified criteria. Final selection of interns will be made by WICHE, based on faculty recommendations and consultation with sponsors.

The projects to which students are assigned will be developed by the sponsors with assistance from the WICHE staff. In order to encourage local initiative, the staff will be careful to avoid suggesting projects. The guidelines for project development and selection will emphasize the importance of projects with a high potential for significant local impact on specific drug related problems. Enclosed is the report of an intern, Anthony White, that reflects the type of product that might be expected from an intern under this program (Enclosure B).

Also attached are several documents that we feel might be of interest to you. These include the following:

Enclosure C: Manual for Developing Internship Proposals
Enclosure D: Handbook for Resources Development Interns
Enclosure E: WICHE 1970 Annual Report

This proposal is for a program of support for 25 interns. A request is made for $50,340. The funds will be used as follows:

Personnel	$10,283
Staff Expenses	4,563
Intern Expenses	32,000
Indirect Costs	3,494
GRANT REQUESTED	$50,340

The above material outlines the program that was discussed with you by telephone. If further information is needed, we would be happy to furnish it immediately, and at your request we can develop a more elaborate proposal. At the same time,

we will keep you informed of our other probes for funding on this or similar programs through other foundations or with Federal agencies.

We appreciate your willingness to review this information and to consider assisting us with our efforts to establish an internship program in drug education and drug abuse.

Sincerely,

Robert S. Hullinghorst, Director
Resources Development Internship Program

Robert H. Kroepsch,
Executive Director

RSH:lp

Enclosures

BUDGET DETAIL

PROFESSIONAL SALARIES	
Program Director: $16,088/year X 10%	$ 1,609
Staff Assistant: $8,400/year X 50%	4,200
SUPPORT SALARIES	
Secretary: $5,460/year X 50%	2,730
CONTRACT HOURLY: 100 hours X $3.00/hour	300
PROFESSIONAL BENEFITS: 15% of Salaries	871
SUPPORT BENEFITS: 10% of Salaries	273
CONSULTANTS: 3 Consultant days @ $100/day	300
TRAVEL	
Staff: 10 trips @ $225/trip	2,250
Consultants: 1 trip @ $225/trip	225
Other: Advisory Committee Meeting: 3 Members @ $225/each	675
OFFICE RENT	
1.5 Offices @ $45/month X 12 months X 50%	405
1 Office @ $45/month X 12 months X 10%	54
COMMUNICATIONS	
Telephone: (2 X $240/year X 50%) + (1 X $240/year X 10%)	264
Telephone Toll: 100 calls @ $2.00 each	200
Postage	100
OFFICE SUPPLIES	250
COPYING: 1000 copies @ 4¢ each	40
OTHER	100
INTERN STIPENDS: 25 Interns @ $1,080/each	27,000
INTERN TRAVEL: 25 Interns @ $100/each	2,500
INTERN REPORT REPRODUCTION: 25 reports @ $100/each	2,500
INDIRECT COSTS: 35% of Salaries, Benefits, and Contract Hourly*	3,494
GRANT REQUESTED	$50,340

*Projected rate being negotiated with H.E.W.

ENCLOSURES

A. Illustrations of Potential Sponsors and Projects in Drug Education

B. A Consumer Education and Protection Program, by Anthony White

C. Manual for Developing Internship Proposals

D. Handbook for Resources Development Interns

E. WICHE 1970 Annual Report

APPENDIX F.

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II. Articles

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The preceeding intern report was completed by the following intern:

Name: Lee Cheaney

Present Address: 3100 34th Street, Apt. #M132
Boulder, Colorado 80301

Permanent Address: Same

Immediately prior to this internship, the intern was a student at:

College: University of Colorado

Major Field: Sociology/Psychology

Year in School: Graduate

The preceeding intern report was read and approved by:

Name: Robert S. Hullinghorst

Title: Director, Resources Development Internship Program

Address: Western Interstate Commission for Higher Education
Post Office Drawer "P"
Boulder, Colorado 80302

If you have further comments about this intern report, please write or phone:

Bob Hullinghorst, Director
Resources Development Internship Program
Western Interstate Commission for Higher Education
P.O. Drawer "P"
Boulder, Colorado 80302

Phone: 303--449-3333

DEPOSITORY LIBRARIES

Copies of many intern reports printed by WICHE may be obtained on loan directly from WICHE or through one of the following depository libraries:

University of Alaska Library
College, Alaska 99735

University of Arizona Library
Tucson, Arizona 85721

University of California Library
Berkeley, California 94720

University of California Library
Los Angeles, California 90024

Norlin Library
University of Colorado
Boulder, Colorado 80302

Gregg M. Sinclair Library
University of Hawaii
Honolulu, Hawaii 96822

University of Idaho Library
Moscow, Idaho 83843

University of Montana Library
Missoula, Montana 59801

University of Nevada
Reno, Nevada 89507

University of New Mexico Library
Albuquerque, New Mexico 87106

University of Oregon Library
Eugene, Oregon 94703

University of Utah Library
Salt Lake City, Utah 84112

University of Washington Library
Seattle, Washington 98105

University of Wyoming Library
Laramie, Wyoming 82070

THE RESOURCES DEVELOPMENT INTERNSHIP PROGRAM

The preceding report was completed by a WICHE intern during the summer of 1971. This intern's project was part of the Resources Development Internship Program administered by the Western Interstate Commission for Higher Education (WICHE).

The purpose of the internship program is to bring organizations involved in community change and economic development together with institutions of higher education and their students in the West for the benefit of all.

For community and economic development organizations, the intern program provides the problem-solving talents of student manpower while making the resources of universities and colleges more available. For institutions of higher education, the program provides relevant field education for their students while building their capacity for problem-solving.

WICHE is an organization in the West uniquely suited for sponsoring such a program. It is an interstate agency formed by the thirteen western states for the specific purpose of relating the resources of higher education to the needs of western citizens. WICHE has been concerned with the community and economic health of the West for some time, since it bears directly on the well-being of western peoples and the future of higher education in the West. WICHE feels that the internship program is one method for meeting its obligations within the thirteen western states. In its efforts to achieve these objectives, WICHE appreciates having received the generous support and assistance of Dr. Roger Prior, Office of Economic Research, Economic Development Administration and of innumerable local leaders and community organizations, including the agency that sponsored this intern project.

For further information write Bob Hullinghorst, Director, Resources Development Internship Program, W.I.C.H.E., Drawer "P", Boulder, Colorado, 80302.